JOURNAL OF EDUCATION.

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EDITORIALS

For Greater Interest and Service

The September 3 issue of the Journal of Education will be marked by the launching of several new plans for increasing the usefulness of this publication.

In addition to the many familiar characteristics which have won the loyalty of so many educators, the Journal is resolved to put itself more often, in imagination and by inquiry, in the places of its readers, in order to discover the ways in which it may be of greatest service to them.

The department now entitled "Education in Action" is to be enlarged in scope and improved in typography and arrangement. A new feature, called "Trend of the Times," will make its initial appearance next week. We believe it will be recognized as contributing interest and helpfulness.

Humorous stories, specially selected for their appeal to members of the teaching fraternity, will shine forth to brighten a corner of this magazine, which deals constructively with so many serious problems.

What with illuminating editorials, special articles, of which Professor Munro's "The Gold Dust Twins of Education" next week will give a foretaste, and the several new departments, we hope and believe the teaching profession will like the Journal even better than before.

Intellectual Spark Plug

An efficient city Board of Education is indispensable to a successful school system, for it represents the sentiment of the people as a whole, taxpayers and parents.

The system cannot function without a superintendent who stays in service several years, who has the confidence of the Board of Education representing the citizens as a whole; who is a leader of the principals, and through them of the teachers, and through them of the pupils and students.

No school in the system will function wisely and well unless it has a principal who has loyal teachers helping him serve the community—the school district—in many ways.

Important as are the Board of Education, the superintendent, and the principal, the schools are as useless as a stalled motor on the desert unless there be in every school a teacher who is the intellectual Spark Plug for the children. The intellectual motor is

stalled so far as the schools are concerned, unless the teacher is the electrode that makes the electric spark thrill the intellectual motor of the child.

There would have been no automobiles on the highways where there are millions of them today, and no airplanes would carry mail from New York to Chicago in six hours, or from coast to coast in twenty-six hours, had the spark plug never been discovered.

There had been gasoline in the earth for a million years before the creation of man; there had been oxygen in the air before there was gasoline in the earth, and there had been electricity everywhere, but never had these creations turned a wheel or flashed a paddle in the air until in recent times the spark plug electrified the pent-up air and gasoline in the cylinder of the motor.

From earliest times there was good teaching wherever and whenever there was any one in home or church who electrified the inquiring mind. Before there was a school or college, before there was a schoolhouse or a textbook, there was good teaching.

There would be good teaching if every university and teachers college were closed, for there would be persons with the personality that electrifies the intellectual motor of inquiring minds. The real problem of educational leaders today is to discover young people who give promise of developing skill in electrifying the intelligence of children and youth in school and college, and to help them to attain and improve the art of teaching.

Unfortunately we must make the best use possible of the teachers in service, and they must be improved by such means as are availble.

There is one supreme law that should be enforced everywhere: "Let no one be dismissed from service on any pretext who has the vital personality that puts the intellectual motor of boys and girls in action."

Secondly, "Give credit for skill in inspiring the intellectual motor of pupils and students."

Third, "Allow no one on the staff of any teacher-training institution whose devotion to subject methods prevents discovery of electrifying personality."

There is nothing so incurable as pernicious pedagogical anaemia.

No spark plug functions if the electrode is not a live wire.

Carroll R. Reed to Connecticut

Bridgeport, Connecticut, has done a highly creditable professional act in inducing Superintendent Carroll R. Reed of Akron, Ohio, to accept their superintendency at a salary of $10,000, $11,000 and $12,000 in the three year increases. The city had the country to pick from and there were several remarkable superintendents available, but none had the combination of availabilities that Mr. Reed had. A New England man, of a family still in New England, a Harvard graduate of local distinction, and an eminently successful superintendent of Amherst, Massachusetts, not long ago; but what was quite as much in his favor just now was the fact that he had been a principal under Dr. Frank E. Spaulding, now of Yale, in Newton, and upon Dr. Spaulding's recommendation had succeeded R. G. Jones at Rockford, Illinois, when Jones became Spaulding's assistant at Cleveland. But above all these favoring conditions, Reed has made a great success in Akron, which is a manufacturing city, a close parallel to Bridgeport.

University World Cruise

On October 3 there will sail from New York, under the guidance of the New York University, and Professor James E. Lough of that university, four hundred and fifty American students with forty professors and instructors. Dr. Lough has been at work on this great plan for four years. It almost matured last year, but it was no easy matter to arrange for such a ship as was desired for a full-fledged university. Dr. Lough is a graduate of the University of Nebraska with extended graduate work at Harvard.

The most important factor in this University World Cruise is the fact that the president of this university is Dr. Charles F. Thwing, president-emeritus, Western Reserve University of Cleveland, one of the outstanding scholars of the day, especially when it is scholarship in which the best of academic knowledge has the scholastic motor set in action by the spark plug of personal knowledge of the peoples of all lands. To be personally associated with Dr. Thwing and his associates of the faculty on a great ocean steamer for a world cruise is an educational opportunity offered nowhere else.

A School of Aeronautics

One of the eminently refreshing signs of the times, educationally, is the blossoming out of New York University under the leadership of Chancellor Elmer Ellsworth Brown and Dean John W. Withers. The latest demonstration is the creation of the Daniel Guggenheim School of Aeronautics for which Daniel Guggenheim provides a large endowment.

Extensive laboratories will be constructed, equipped with most modern available machinery for experiments in the field of aerodynamics and an initial staff of four experts will be added to the university instructors. There is only one school of aeronautics in the United States which provides a four-years' course of education in aeronautics.

Week-end College

Boston University School of Education under the direction of Dean Arthur H. Wilde makes another noteworthy departure, a Week-end College.

Teachers wishing to work for higher academic degrees or to improve their professional equipment but who find it impossible to carry on full-time university work, will be the chief benefactors under the new arrangement, although all students wishing to train for the teaching profession through week-end collegiate work will find the opportunity provided them by the new development. The innovation will not imply a new faculty or new courses of a radically different type from the regular School of Education program. It will mean a readjustment of the courses so that Friday afternoons and evenings and Saturday mornings will be filled. In this way students will be able to carry on about one-half as much college work as those who attend the entire week.

The School of Education will take an active interest in the social life of week-end students.

For the convenience of week-end students who may desire to take a less heavy schedule than the school will offer, classes will be arranged so that a combination of university study and the cultural values of the large number of lectures, concerts, theatres and operas in Boston during the winter season can be taken advantage of. The School of Education courses lead to the degree of Bachelor of Science in Education and Master of Education.

A Remarkable Movement

There is no way to estimate the value of two years of Boy Scouting. Its influence upon a lad is such as can be had in no other way or in all other ways. Scouting supplies a rare combination of religion and education, of home life and community life, of manliness and gentlemanliness, of health and character.

Boy Scouts work when it is time to work and play when it is time to play. Boy Scouts see clearly, think keenly, and deal honestly with everybody.

Scouting is an asset to the church and a stimulus to the school.

Scouting promotes law and order. It stands for safety everywhere and in everything. It is a wholesome social tonic. It magnifies Faith, Hope, and Charity.

The membership of the Boy Scouts of America is now more than 600,000. The enrollment by states was, on December 31, 1924, as follows: New York, 56,076; Pennsylvania, 43,398; California, 28,259; Illinois, 27,600; Ohio, 23,876; Michigan, 19,685; New Jersey, 19,564; Texas, 15,960; Massachusetts, 15,563; Missouri, 14,947; Iowa, 12,137; Indiana, 11,500; Wisconsin, 10,623.

The following states have between 7,000 and 10,000: Connecticut, District of Columbia, Kansas, Minnesota, Oklahoma, Utah, Washington.

The following have between 3,000 and 7,000: Alabama, Arkansas, Colorado, Florida, Georgia, Idaho, Kentucky, Louisiana, Maryland, Mississippi, Montana, Nebraska, North Carolina, Oregon, Rhode Island, South Carolina, Tennessee, Virginia, West Virginia, Wyoming.

Immigrant Education

Of the new and important educational departures of Teachers College, Columbia University, one of the most significant is the work of Professor Albert Shiels in Immigrant education. There are four courses in the summer session and five courses in the winter and spring sessions. These courses are established for teachers, supervisors, principals, and superintendents of schools maintaining classes for foreign-born children and foreign-born adults, as well as for those interested in fields of social activity affecting the foreign-born.

The courses are all of graduate grade, and may be credited by matriculated students toward the degrees of Master of Arts and Doctor of Philosophy. They may also be credited toward the degree of Bachelor of Science. A candidate for a degree specializing in this field may qualify for a teachers college diploma as Supervisor of Immigrant Education, to be awarded in connection with the degree, provided he has included in his program of study certain prescribed and elective courses, and has the professional, academic, and personal qualifications which are required for a teachers college diploma.

This is an opportunity for those who have a sincere purpose to promote the solution of the problems presented by the immigrants to deal with them masterfully.

F. W. Kirkham at Granite, Utah

Francis W. Kirkham is unanimously elected superintendent of Granite school district, Utah, one of the best districts in Utah, and Mr. Kirkham is one of the ablest school men in the state. He succeeds the superintendent who succeeds Mr. Martin as executive secretary of the State Association. Mr. Kirkham has been associated with State Superintendent C. N. Jensen and has made one of the most important studies of school children that has been made by any one anywhere.

Mr. Kirkham's study is of "Delinquencies of Children." It has been state wide in many ways, and intensive in some regards. He has demonstrated without possible question that

there is no appreciable delinquency up to and including the thirteenth year.

Mr. Kirkham has the name, age, school record of every delinquent youth from fourteen to eighteen in many sample counties and large school districts, and the number of delinquents, age and school experience of every school district in Utah.

He also has under way a study of the causes of delinquency in many school districts. It is an actual study of the home conditions of the child, the industrial home situation, the financial status of the home, the church relations, the domestic relations, etc. There has never been such a study on any such scale made by any organization or activity before.

The Granite District will afford Mr. Kirkham an exceptional opportunity, because it is one of the largest districts, has a genuine industrial section, an extensive agricultural district and a large suburban population including one of the best sections of Salt Lake City. All this is under the general direction of State Superintendent Jensen.

We know of no recent educational election that promises so much service of national interest as the choice of Mr. Kirkham of the Granite district.

A Stimulus to Civic Interest

Enlisting the thought of pupils regarding matters of community importance tends to the betterment of individual character and of social conditions. Hence the educational value of a prize offer—itself a $4,000 scholarship in some Ohio college—recently announced by Congressman Martin L. Davey of that state, for the best essay of 500 words or less to be written on the subject of forest conservation. The contest, which is thrown open to high school students of Ohio, allows until January 1, 1926, for handing in of papers. The magnitude of the offer should awaken intense interest. Incidentally, of course, the whole affair will be excellent advertising for the tree surgery business instituted by Congressman Davey's father, John Davey, and now carried forward by his son. But we may easily credit the donor of the award with a sincere desire to advance the cause of forestry in the United States. There are, one must remember, other ways of spending $4,000 that would purchase an equal amount of personal publicity if that were all Mr. Davey wanted. In any event the main question to consider is: "Will the prize offer yield benefit to the public?" We believe it will yield many times what it costs, in money value alone, to Ohio, besides immeasurable worth in the cultivation of a sense of civic responsibility.

Obviously the educational chariot is pushed along by many non-professional hands.

A Noble Example

William H. Luden, confectioner of Reading, Pennsylvania, gives $250 a year to each child in families of his employees remaining in school after the age of fourteen, which is the compulsory school age. Mr. Luden believes it is worth two hundred and fifty dollars to a child to stay in school a year after fourteen and he is manly enough to assume the family expense to that extent. A business man who will give $250 to a family in his employ to promote the education of a child above fourteen, looms larger in the world's progress than a man who piles up profit in child labor to give a million dollars to a university building bearing his name.

The California Council of International Relations met in Los Angeles, July 9-12, with David Starr Jordan as the principal speaker.

Lillie Devereux Blake School

One of the most interesting names of any school we know is of Public School Number Six, New York City, "The Lillie Devereux Blake School," named for the mother of the principal, Katherine D. Blake.

The tablet bears this inscription:—

To the Memory of
Lillie Devereux Blake
For Whom This School is Named
Author—Lecturer—Pioneer—Woman Suffragist
Brilliant, Beautiful, Lovable
Born August 12, 1833—Died December 30, 1913.

Mrs. Blake devoted her genius to the cause of woman's emancipation, the author of several books, president for many years of the Women Suffrage Association of New York State, and also of the Woman's National Legislative League. She had a leading part in having women admitted to the bar, in having them come under civil service, in having them employed as census enumerators, in having them receive pensions as war nurses, and in giving married women a legal right to their earnings.

We know of no other case in which a school is named for the mother of a principal, and we certainly know of no school principal whose mother was so distinctly fitted to receive such honor.

At the graduation exercises, June 24, a portrait of Mrs. Blake, painted by John Kalfian, a young Armenian, who graduated from this school last January, was unveiled. Dr. William H. Allen made an appropriate address in connection with the graduation and John Kalfian unveiled the portrait.

Fifty-nine Years in the Schoolroom

By T. C. MILLER

Fairmont, West Virginia

Dr. Winship's reminiscences, covering a period of more than a half-century of active life, are not only intensely interesting but an invaluable record for the future historian of educational progress. Not many men have been permitted to have such varied and wide acquaintanceship with the educational forces of America, and but few will recall so accurately and picture so vividly the experiences of so long a period. Precious memories are revived in reading these articles, and names and faces of the long ago appear again and seem to be passing in review before the reader. It is with a degree of pleasure that one recalls the forms and features of many of those leaders in thought and action, and while my experience is very limited as compared with Dr. Winship's wide range, I may be permitted to name a few who have influenced my life and been an inspiration to those with whom they mingled. With a number of these I was intimately associated in college, institute and administrative affairs, always to my profit.

Among those of the earlier period I may name B. G. Northup, Fordyce A. Allen, J. C. Gilchrist, Thomas W. Bicknell, General John Eaton, Barnas Sears, Dr. Mayo, Emerson E. White, William R. White, Charles H. Smart, Esmond V. DeGraff, Larkin Dunton, William T. Harris, W. H. Payne, B. A. Hinsdale, Alexander L. Wade, Richard G. Boone, N. C. Schaeffer and Henry Houck, and in later years I recall with the highest appreciation such leaders as W. W. Stetson, Charles H. Keyes, Arthur D. Call, John R. Kirk, L. D. Harvey, Homer H. Seerley, John W. Cook, James M. Greenwood, Arthur D. Call, Ben Blewett, O. J. Kern, P. P. Claxton, J. Y. Joyner, the McMurrys, Simeon D. Fess, M. V. O'Shea, and many others who might be named. Probably a number of these may yet come under the reviewing eye of the editor of the Journal of Education, and an educational portrait presented to the general public.

After reading these different articles I have kept asking myself: "Why have I continued in school work all these fifty-nine years?" Why did I not remain on the farm, or enter a law office, or go to a medical school? These were perplexing problems to me for many months. When I went to the court room and, as Bryant says:—

"Mingled among the jostling crowd,
Where the sons of strife are subtle and loud,"

I formed an aversion to the law as a profession; likewise medicine did not then appeal to me, but I believe if some of the marvelous revelations of modern science had given even an intimation of their future development, that I would have pursued some line of scientific investigation relating to national progress.

My entrance upon an educational career was almost by accident, and yet one must recognize a providential ordering in all things. Returning home at the close of the Civil War after a short service in the army, I cast about for employment; the factory near by was closed, farm hands were not needed in our community, and work of any kind was hard to find, and I did not have funds to continue in school. So when the three trustees of the school district adjoining rode up to my grandfather's home, where I was then staying, and told me that they had chosen me to teach the village school, I was very much surprised. My horse was saddled and standing nearby ready for me to start to a place some miles distant, where I hoped to secure employment. For a little while I hesitated, but in consideration of being nearer home, and at the solicitation of my family, I accepted the position of instructor, but not without considerable trepidation.

The district had not yet erected a schoolhouse, and so school opened in a church near by and which still stands. I often pass by the old building and am reminded of the pleasant associations there, and of the lessons I myself learned in psychology as well as in the humanities. About this time I read Eggleston's "Hoosier Schoolmaster," as it appeared serially in "Hearth and Home," and while my experience was not so exciting as that of Ralph Hartsook, still I applied some of the methods used by him to good advantage. Since that time I have frequently recommended this book to teachers as a good study in psychology—as far-fetched as the illustration may seem.

To prepare myself for better service in the schoolroom I read some of the pedagogical works of the day: Page's "Theory and Practice," Holbrook's "Normal Methods," Wickersham's "School Economy," Northend's "Teacher's Assistant," and other books, and subscribed for the Pennsylvania School Journal, then one of the few publications of its kind. Later I attended a Normal School, the first opened in the state, and after teaching a few years entered college, where in addition to the established curriculum some of us plodded through Dr. Noah Porter's "Intellectual Science," with some related study of Sir William Hamilton's lectures. We also studied Watts' treatise on the mind, and under a learned and skilful instructor found the book interesting and helpful. These authors and titles will appear very ancient and antiquated to modern

educational leaders, but they were the best of that period, which was one of foundation laying. It would be a long story to recount the experience of these years, the work in a rural school, in graded schools, in the High School, the Normal School and the University as student, instructor, professor and administrator, but I can truthfully say that these have been years of joy and gladness as well as of labor, and I am thankful to have had a part in this good service. My only answer to my own question then must be: I love the work. To see the development of childhood, the aspirations of youth and the accomplishments of maturer years is enough to encourage one in his life work, and give him quietude midst the accumulating years.

As I recall the past and compare it with some things of the present, I think I must have been exceptionally fortunate in having had such excellent instructors in my early life. Frequently we hear reference to the Garfield-log-University, but, figuratively speaking, I sat on four logs with as many good teachers,and while these men may not have been so profound as was Mark Hopkins, nevertheless I was stimulated to greater endeavor by the intimate association. The first of these instructors was a graduate of Antioch College under Horace Mann, and I think through this teacher I caught a little of the vision of this great educator as he made his plea for the youth of America. It seems I can still hear this teacher's voice quoting from Mann's last commencement address: "Young man, be ashamed to die until you have won some victory for humanity." It is an interesting coincidence that the important measure recently before Congress in behalf of National Education, and known in the House as the Towner Bill, was sponsored by Hon. Horace Mann Towner of Iowa. Another of my instructors lived in Washington, and graduated at Dickinson College. He often told us of listening to Webster, Clay and Calhoun and other great men in the Senate, and as I recall many of his fine addresses before the student body and elsewhere, I am convinced that he was influenced in his public speaking by what he heard from these great orators in his early manhood. He was more of a lecturer than classroom instructor, but we were always delighted with his admirable presentations. The next teacher whom I recall with gratitude was educated at Wesleyan University, Middletown, Conn., and I shall never forget his systematic Socratic testing. When he was through with questioning, the student either knew or knew that he did not know.

The fourth of these men who influenced my early life was a minister and teacher, a man of high attainments and lovable character. The disciplinary drill he gave us in logic, rhetoric and metaphysics was most helpful. He expected everything to be critically accurate and set the example himself—both in writing and speaking.

Our college president was frequently called to Washington during the Civil War in consultation with Mr. Lincoln. We did not see so much of him, but from the valuable textbooks he wrote he must have been a strong man intellectually.

A common argument in favor of a business career is the financial one, by which a man may provide for his family more liberally. This appealed to me very strongly, and it is this bread and butter proposition that has led thousands of men and many women who really love teaching to seek a livelihood in other fields. To provide for one's family, especially to educate his children and prepare them for usefulness, is a paramount duty; and while my children have had college and university privileges their training has not been so broad as I would like.

A love for travel for myself and family has to some extent been gratified, although not always under first-class conditions. This is shown by the fact that on a return trip from Europe sometime ago, myself and wife occupied a second-class berth on a fine steamship, while one of my former pupils, who invariably failed in his examinations, was on the upper deck and enjoyed the finest accommodations on the boat. He had been to Italy, where he had contracted for the installation of some complicated American machinery. To have visited forty of the States of the Union has given me an opportunity to study geography at first hand, and I feel under great obligation to the various railroad authorities who get out such handsome folders telling you where to go and how to get there. The railroad lines are not so straight as the maps would indicate, but the folder gives you general direction, sometimes the altitude, the population of cities, and other desirable information which, in the absence of your encyclopedia, is very convenient to have at hand. And that fine hotel directory, bound in red, and placed in the Pullman cars! How interesting it is to learn of the many first-class hostelries open for your accommodation, although you may not be able to occupy de luxe apartments.

I suppose political aspirations will sometimes come to the school teacher, and, being human, I once yielded to the many "earnest solicitations" of my friends and allowed my name to go before a convention as a candidate for the Lower House of Congress. It was well, even for me, that the other man was nominated, for my party went down in everwhelming defeat that year. However, at a state election held shortly afterwards I was chosen to an educational position by the largest majority anyone ever received in the state, except that given to a presidental candidate that year. So instead

of reaching a national position I must console myself by seeing three of my former pupils occupying seats in the House and one in the Senate. A very intimate friend and classmate, now deceased, became a recognized leader in the Senate, serving from a state west of the Mississippi. It has been my privilege to see every President since Lincoln, and to have conversed with several of them; also to have served on an educational committee that had a hearing before two Presidents.

For over a half-century I have been looking in on the United States Senate from time to time; the first Vice-President I saw there was Henry Wilson, a short time before his death. I saw Andrew Johnson in his seat in the Senate after he had occupied the Presidential chair, mingling with the senators who had voted both for and against the articles of impeachment. Generals Burnside, Logan, Hawley, Harrison, and other Union officers were noted characters on one side, and on the other a number of Confederate leaders were in their seats, among them Senators La Mar, Cockerel, Ransom, John B. Gordon, and Colquitt, testifying to a reunited country.

Among the pleasing and profitable experiences of a school man is the opportunity of mingling with educational leaders, both personally and officially. It is true that this privilege may be enjoyed by those who are engaged in other vocations and professions, but there seems to be a common kinship among teachers that brings them into closer fellowship than is found in other activities. Probably there is no body of leaders in America that surpasses the membership of the National Education Association, and especially the Department of Superintendence. Coming together annually in a great conference—and the Department of Superintendence in a semi-annual session—is a body of men and women from all parts of the United States with one great object in view, the education of the masses. Here are assembled University and College presidents and professors, Normal School principals, state, county, city and district superintendents, grade and rural teachers, college trustees and members of Boards of Education, all seeking to learn how best they may perform their duties. For a week the many different departments and sub-divisions of the Association discuss the problems peculiar to their special work, and go back to their respective fields of labor with new strength and enthusiasm.

The writer has heard some of the best orators in America in the pulpit, in the United States Senate and in political campaigns, but some of the finest addresses by recognized educational leaders at the meetings of the N. E. A. have not, in his opinion, been equaled anywhere. Not only was the subject matter of highest conception, but the presentation was as attractive as logic, rhetoric, ready utterance, wide knowledge and pleasing personality could make it. And this not of a few addresses, but of many. No one who ever heard them can forget the brilliant tilts between the late William T. Harris and Stanley Hall, as they crossed swords on some psychological or deeply metaphysical subject. As the boys say, "The sparks did fly," and it seems to me that I can see the scintillations yet. But it was all in good spirit, and the audience would cry: "Go on! go on!!" desiring more of the brilliant but friendly contest. Probably as near as William James ever came to being "floored" in an argument was when a young pedagogue raised a question at one of these meetings which after long discussion elicited the reply of the great psychologist: "Well, you may be right but I never thought of it in that light before." But the best thing about these meetings is the instruction and inspiration one gets for rendering better service in his chosen calling. School administration, school revenue, school buildings and equipment, city systems, high schools, graded schools, rural schools, consolidation and transportation, vocational training, are among the important topics discussed at these great gatherings, and are helpful alike to teachers, Boards of Education and administration officers.

Of course the methods of teaching have changed very materially in fifty years, but doubtless the greatest change is in the elementary and secondary schools. The higher institutions of learning necessarily hold to the lecture system in the classroom, while in secondary and primary schools project, individual, and laboratory methods are extensively used, and in many cities and towns the Gary system has been introduced. The textbooks are very different from those of half a century ago. The numerous series of readers, histories, geographies and arithmetics now found on every hand mark a distinct step in educational problems. The beautiful illustrations found in many of these books are really works of art. But it is in the field of science where the most marvelous advancement is shown.

In that last address in Buffalo in 1901, President McKinley said: "Expositions are the timekeepers of Progress," and this has been certainly demonstrated in the great exhibits held in the United States, beginning with Philadelphia in 1876 and continuing to the present time. Within this period we have seen the introduction of the electric motor, electric lights, the air-brake, the typewriter, the telephone, the tabulating machine, the phonograph, the trolley system, the subways, the automobile, the elevator, the moving pictures, the aeroplane, the elevator, wireless telegraphy and telephony, and the marvelous printing

press, besides the thousand and one other things that contribute to the happiness and enjoyment of the people.

The heights seem almost scaled when the school boy of today with his home-made radio outfit listens to music from beyond the seas and talks with his friends who are hundreds of miles away. Truly,

"We are living, we are dwelling,
In a grand and awful time,
In an age on ages telling
To be living is sublime."

Moral Education in the School

By L. C. MONAHAN

Principal, Stearns High School, Millinocket, Me.

Among the multiple new demands made of the school none is so glaringly necessary or so likely to withstand the test of time as the demand for moral training. Juvenile crime is steadily on the increase. Numerous examples show that intellectualism in itself is no barrier to immorality. The inadequacy of the church to teach the great numbers of children who never attend church is obvious. The default or incompetency of the home in these days when the family unit so frequently suffers disintegration through one cause or another is everywhere apparent. But morality is a prerequisite to any form of community existence, and as no other agency in this country is in a position to meet so many young people, the duty of safe-guarding the morals of the community and of the younger generations very naturally devolves upon the school.

Frequently educators and others arise to the defence of boys and girls and declare that our young people are no worse than young people ever were. Such champions are sure to be applauded—by the young people—but nevertheless they are begging the question. Boys and girls of the present day may not be any worse than were their parents but they ought to be far better. Much that could be excused our fathers in their ignorance and sometimes uncouth environment cannot be overlooked in young men and women who have the opportunities for education and cultural growth that are ours. Again, while we may admit that children of today may not be inherently more prone to evil than were children of the past, we must admit that youths nowadays are subjected to infinitely greater temptations and opportunities for sin. Furthermore it is at least an open question whether the lack of moral education has not been at all times a serious defect in our schools.

The question naturally arises at this point: What is morality, and what shall constitute moral training?

An invulnerable and comprehensive definition is difficult to fashion, but of this much we can be sure. Morality in young people at least, should mean conformity to the generally accepted codes of social conduct. It may be that some of our "shalts" and "shalt nots" are wrongly emphasized or out of place altogether but judgment on such matters should be deferred until maturity. It would seem, too, that moral training to be effective must tend to develop strength to resist temptation. In a general way we can safely say that moral training is closely associated if not actually identified with character growth and that charity in the fullest sense of the word, love of neighbor and love of good or God, is the stuff on which character is fed.

The assertion is sometimes made that morality cannot be taught apart from religion, and religion has no place in our public schools. Ignoring the evident confusion of the terms religion and denominationalism, there is still an element of truth in the statement. In all probability morality can be taught best in conjunction with religious training, for after all we are primarily creatures of emotion, and religion is a guide to and control of emotion. Yet it must be equally evident to the discerning mind that our moral codes in all parts of the world are strangely similar and are in all essentials in conformity with social experience and expediency, and may be the product of social experience. Thou shalt not kill, thou shalt not steal, etc., are laws which must be generally obeyed or community existence would be impossible. When tested it would appear that all the laws and mandates of so-called religious origin promote concord and harmonious living—together. If we must fight shy of religion in our public schools can we not at least teach morality from the standpoint of social expediency?

This scheme of course presents but one set of new motives for moral living in lieu of the religious motivation and there is reason to believe that other motives, even the appeal to self-preservation and aggrandizement of the ego, may be used with equal effectiveness.

The vital problem, when all is said and done, has to do with method. How shall we go about it to teach morality?

Most effective of all means seems to be through emulation. Man is a hero-worshiping creature. He worships his gods, he worships his leaders, he worships strong men. He has always done so, even in tribal days. The

inculcation of high ideals along with the emphasis of the moral strength of real and literary heroes may in itself be sufficient to control the destinies of most young people. Closely allied to the use of social expediency as a motivation for good conduct is the ideal of patriotism, best taught through emulation. There is no reason why personal morality should not be held up as an expression of patriotism and of good citizenship, for surely no higher type of patriotism can exist than wholesome respect for the property, the rights, and the persons of one's fellow creatures by rigid adherence to ethical standards and ideals. Again it would appear that teaching morals to young people is not unlike teaching care of the teeth. Moral conduct is, after all, very much a matter of habit. Whatever devices we use, and there are many available, if we can see that the boys and girls in our schools lead moral lives for five or ten or fifteen years they will have acquired habits of morality which will lead most of them safely through life. Much depends upon the attitude of the teacher, his desire to make a conscious effort to teach morals, his skill in conducting such teaching without obnoxious "moralizing," and an ever-watchful outlook upon his classes in the effort to ascertain the reactions of his pupils to such teaching.

No discusion of morality training would be complete without some reference to sex education, for it is along the lines of sex immorality that our young people are chiefly criticised. In discussing this phase of the subject two things ought to be borne in mind. First, sex laxity is indicative of a slipping all along the line of moral conduct. Where there is increased sexual immorality there is more thieving and lying and slander. The fault therefore cannot be attacked from one angle alone. Secondly, sex education has been bungled more frequently than it has been handled in a way to be productive of good. We have not yet learned how to put over this sort of instruction, and in those few places where it has been successfully given it is not difficult to find a rare personality close by.

When one considers the problem it would seem that a large part of the sex precocity so much condemned in young people is, in the last analysis, no more than the overcoming of falsities and abnormal inhibitions forced upon the child from infancy. Surely there is nothing sinful in seeking explanations which parents have shirked. So frequently we hear it said disparagingly that nowadays children of fifteen know more of sex matters than their fathers did at thirty. We should sincerely hope so, for the appalling ignorance of earlier generations has been of no credit or help to the world.

Again we should recall that nature has placed over her children a protective coat of shyness and modesty which is by far the best way of preserving the sanctity of youth until the pro-creative ages have been attained. If parents and teachers would not strive so assiduously to thrust aside that cloak in the interests of the so-called social graces a greater service would be done young people.

After all the problem may be stated simply, and that is half the solution. Sometime between the ages of ten and twenty the control of the actions of the individual must shift from external forces to the self. At ten the child is told by parent, by teacher, or others in authority what to do and what not to do. At twenty he is his own master. Somewhere or everywhere during the intervening years he assumes control of himself. All that we, his teachers, his parents, and his friends can do is to help him by example, by advice, and by the inculcation of helpful habits to attain mastery of his impulses, a knowledge of what is best for him, and a desire to achieve that which is good and worth while.

VITAL TO INTERNATIONALISM

The following is from the Platform of the World Federation of Educational Associations, Edinburgh meeting: "The Federation affirms its belief that geography, history and training in citizenship should be taught, not only from a national point of view, but also from a modern sociological and international point of view. * * * For the development of an international outlook, the Federation requests the section on higher education to secure the preparation of a statement of the ideals that should obtain in history with a view to the encouragement of a fair, impartial and truthful presentation of international intercourse, especially as concerning one's own country, and with a frank admission of shortcomings in the past, along with the benefits conferred, positive emphasis always to be made upon services rendered in the cause of human welfare by each country in proceeding from the history of one's own country to world history."

Struggles of a Playground League

By MABEL E. MACOMBER

President, City Playground League of New York

The City Playground League members were working out very difficult puzzles for five years, before the League was born. So these puzzlers decided to put their heads together,—and organized, in December, 1908. The goal had been visioned by each member, or they would not have been willing to give up evening after evening of leisure to study out these puzzles.

Perhaps this goal might best be expressed as a haunting dream, in which we could see our thronging children who besieged us day after day, seeking facilities for play but turned away—at last all really and truly satisfied in their play hunger, finding in the playground each day that which neither the pitiful little homes, nor the highly organized schools, nor the dangerous streets could supply—real play in God's fresh air and sunshine, under sympathetic, motherly, individual oversight.

We were hampered in our daily struggle to make happy the streams of humanity pouring into our large city playgrounds by an uncomprehending political administration. The labor foremen were our immediate superiors (?), and these could not believe what Dr. Luther Gulick said, that "Discipline is the first essential in a playground." We would patiently explain to a selfish child that he could not be permitted to monopolize a swing or jumping-rope, and then try all our known methods of control, until finally forced to exclude him from the playground for a day or two. The foreman would talk with the child, often actually coaxing him to disobey.

We established committees on games, drills and dances, discipline and supervision, songs and stories, child hygiene, equipment, and one on library research, so that all new books and articles in magazines which might help, were reported to us. Our monthly meetings, held in Christodora House, were fruitful in crystallizing the opinions of individual members on methods of managing large crowds, of holding excitable children through story-telling, of changing coarse, popular songs on the lips of our charges, so that they sang of patriotism, and loyalty to "our playground," and so on.

"To raise the standard of playground efficiency through scientific discussion of playground problems, and educating the public in playground ideals," was the technical description of our goal in the constitution. Active membership was limited to professional playground workers of actual experience. We also have associate and endorsing members. Representative men and women were asked to lend the weight of their names as honorary members. Dr. Cadman and Jacob Riis were among the first. Those who could give expert advice were enrolled as an advisory board.

The funny part of our sixteen years' game has been the will-o'-the wisp nature of its goal. We confidently believed that it would be necessary only to let these various organizations know that here was an opportunity to advance their own causes—health, prevention of crime, etc., when they would immediately take our game and play it themselves. Our goal danced in front of us continuously; but when it seemed nearest our grasp, would suddenly fly farthest away.

Finally we decidedly that the puzzle would all be clear, if we might only have a supervisor. We passed resolutions, saying we wanted an educator of big calibre appointed, to rank with members of the Park Board, who would understand the play needs of little and big children, as the great educator Froebel, and others, taught,—how to reach the heart of the child, and gently mould it, so that it could never, never take the shape of a criminal's heart.

In return for the tireless efforts of the City Playground League in ill-spared leisure, to have a supervisor appointed, the supervisor, when appointed, refused to consider any of the daily needs of the playgrounds—all of which were listed at length in our data, which he himself had asked us to prepare, as vitally important in proving the need of a supervisor! Instead of considering such requests as that the heavy and dangerously unsanitary dust be sprinkled each morning—that more play material be supplied—that the director's office be kept clean—that a better system of records be kept—that more and better trained workers be appointed; instead of this, our supervisor had the Civil Service examination standards lowered, so that no more education or training were required than is required of bath attendants; closed all but three of the playgrounds in the mornings when the weak and small children might escape the crowds; and, scorning the improvement of daily play facilities, concentrated all effort on a complicated club system, which he ordered to be organized in each playground, regardless of the kind of children.

Points were given to each club for individual attendance of members at the playground, so that this system was supposed to stimulate attendance in the playground. The clubs were to start their own games, and compete, the winning club to have points. It was pandemonium, as any educator would know.

The last straw in this disastrous supervising,

from which the playgrounds have not to this day recovered, was the reduction of salaries, changed to a per diem basis.

We played through those months fast and furiously, finally scoring in the resignation of that absurd supervisor, after a hearing by the Park Commissioner.

For the last two years our League has been chiefly interested in pushing a project for the acquisition by the city of about an acre of property in the heart of a congested section of Brooklyn, where the school census showed 529 children living within a radius of about 700 feet; and where there was no other open space within a mile. This was fought so bitterly by a group of old conservative residents, that the most intensive continuous campaign was necessary to put it through. The League voted to endorse it, but asked that I form an independent committee, for quicker action when necessary. Over 100 of the most prominent people in New York and Brooklyn enrolled, with many members of the League, one of whom was my most helpful vice-chairman. Even with this support, it was necessary to circulate 5,000 signature cards through the churches, schools, and Y. M. C. A. and from house to house, enlist school children to appear at hearings, wearing cards urging the playground, and many other devices, before we could convince the borough president that the neighborhood really wanted this play park. After we won his approval we were sure of victory; and on September 26 last, the Board of Estimate adopted a resolution initiating proceedings for the acquisition of the site.

This was a game I called Pilgrim's Progress, because we met all the characters of that famous book—Worldly Wiseman and Innocent; Obstinate and Pliable, and all the rest.

At last we vision a model neighborhood playground, with its country advantage of grassy tree-shaded terrace, its little house for children's clubs, and evening recreation, its game pavilion, summer showering pergolas' flower garden, and almost the best of all—a boys' play yard, where the pillar-to-post-driven small boy who most needs the playground may run and play ball, out of reach of the policeman.

William Allen White-isms

[EDITOR'S NOTE: The most interesting personality we know is William Allen White of Emporia, Kansas. I was in San Francisco when he was there on June 27, and George P. West in the San Francisco Call gave the following as an interview with William Allen White.]

"We progressive and we economic and social tinkerers have had two decades of activity. And in these two decades we haven't done as much to ameliorate and modify the living conditions of those we were trying to help as has been done by industry and by the close organization of economic distribution.

"Fords and telephones and modern organization have given the masses of men comforts that were undreamed of even a generation ago. Our real revolutionaries and reformers are our scientists and inventors.

"Just now the conflict between private and public interests centres about control of electric power. The power companies are employing the best brains in the country and are consolidating their power in every direction. Duke gave his millions to Duke University in water power bonds and other universities are being financed by the power interests. I am against the companies and for public development. But what will become of the issue if some man comes along and invents a way to store electric energy so you can buy it at the nearest store?

"We've placed all our emphasis on the economic side, when what we object to really is the manners and morals of the scramble for money. American capitalism is feeding people's stomachs and giving them Fords and radios and countless other things besides. It isn't economic injustice that we have to complain about today so much as it is spiritual repression. They are cutting out the people's spiritual liberties, not their economic liberties.

"What the progressive must emphasize today if he wishes to draw an effective indictment against business control are the spiritual values. The exalting of mere money has a deplorable effect on the individual, on his standards and his values in life. It doesn't produce the kind of individual that a civilization can be proud of.

"Many are losing their faith in the power of education. The biologists are inclined to be discouraging. Certainly we no longer believe, as we did a generation ago, that if you change the economic environment of men you thereupon automatically increase their intelligence.

"I'm for waiting a generation or two and seeing what happens. We have witnessed an unprecedented thing in this country. A whole economic class has come into privileges and blessings that were unknown by it a generation ago, and it is sometimes an unsightly spectacle. It is reveling in material goods, in leisure and in money that it doesn't know how to spend.

"It isn't the bad daughter, it's the mother or the grandmother with a lot of taboos and repressions, the results of which are showing up in this generation. The salacious prudery of the grandmother is more responsible for the coupe patent flapper than any other one influence."

Massachusetts Continuation Schools

A committee representing the Associated Industries of Massachusetts has just issued a report of the study of the continuation schools of the state. This study was undertaken in response to many queries by industrial executives. Some had questioned whether the continuation school could be made worth its cost. To many it had seemed an opportunity for diversion rather than study. Others criticised it as an attempt to teach a trade in four hours a week. Objection was raised to the general subjects in the curriculum. The conclusion of the report is that the continuation schools are worth while. They aim to benefit the 40,000 boys and girls between the ages of fourteen and sixteen who are not in the regular schools. This is about 20 per cent. of the total number of children between those ages. About 35,000 of them are reached in the course of a year by the forty-eight continuation schools. The general trend of the report is shown by the following excerpts:—

"On these grounds the continuation school seems to be well worth while:—

"1. The elimination of total idleness among the marginal group of children between fourteen and sixteen who were evading the school law after leaving their first job.

"2. School supervision in order to provide means to continue the training of this marginal group where possible.

"3. Continued contact under better than grammar school conditions with excellent teachers, who are competent to act as vocational guides.

"All three of these are thoroughly desirable from the standpoint of employers.

"The continuation school is not primarily vocational or trade training. It represents another aim of school authorities. The job of a school system is four-fold:—

"First. To give the individual a cultural training which will enable him to enjoy his own life to the fullest extent.

"Second. To give him training in citizenship which will enable him to co-operate in the best possible way with those around him.

"Third. To give him definite vocational training which will enable him to accomplish the work he is set to do.

"Fourth. To study the individual and aid him in fitting himself into his own place in the world through vocational guidance.

"Although the continuation school is in the form of a vocational enterprise, its primary objects are those of vocational guidance, culture and citizenship.

"The continuation school for girls is admittedly a success. It more than justifies its cost. This is largely due to the background of similar girls' schools, long established, and to the immediate value of the training to the student.

"For those whose home practices do not include personal hygiene or careful planning of meals or an intelligent preparation for home life, tremendous good is done for the girls themselves. There follows the toning up of the families these girls will bring up later on. It puts the whole community on a higher plane. Almost every girls' continuation school tells the same story of definite improvement.

"This raising of the standard of the girl works back into her job because the average girl works in a store or perhaps in the textile mill. In both cases habits of cleanliness and good appearance win attention from superiors and result in better work and better pay.

"The follow-up work done by the women teachers among these girls is tremendously helpful. They find a wretched home and suggest better cooking methods or plan meals which will be more satisfactory. They assist in case of sickness by showing the girl what should be done and by calling the attention of other agencies in the community to the case.

"In the last analysis, we believe that the four-hour continuation school for boys is worth something as it stands and is potentially capable of much greater development. There is a definite tendency on the part of the school and employers to misunderstand each other. Employers see it as an attempt at vocational education in trades already filled to overflowing. The school sometimes thinks of it in this way, but more often soundly understands that its true function is the continuation of the educational contact with the boy which will lead to some general education and to tremendously helpful vocational guidance. The shop training is mainly a device to reach these motor-minded children, and to serve as background in bringing out their latent abilities.

"In general, it is apparent to employers that the continuation school is serving a useful purpose. It is toning up the girl population in an excellent manner. It is already accomplishing a useful amount of vocational guidance in the case of the much more difficult boys' problem and evidently also is accomplishing some cultural and trade training.

"The continuation school should interpret vocational guidance to include not only guidance in finding the right work but also guidance into a socially useful point of view and attitude. It is not alone in teaching honesty and fair play that much can be done. Industrial organization is a dread secret to most of this type of workers. They don't understand why white-collar workers must function in order to make it possible for them to work as well. The elements of industrial organization, particularly as applied to the organization of local industries, can easily be taught by these teachers, especially if they have adequate in-

dustrial experience themselves. The employer point of view can be made clear. These children should understand that employers are anxious to see the individuals get ahead although conditions may prevent personal oversight and interest."

Gregg Regional Conference

These Gregg Regional Conferences are becoming as popular as ice cream sodas in summer! Hundreds of teachers from New York congregated at the Hotel Pennsylvania as the summer days were approaching to discuss and hear discussed vital problems in commercial education. The room was filled to overflowing both at the morning and afternoon session. Mr. Fry, comptroller of the Gregg Publishing Company, made us sit up and take notice when he challenged the present methods and measurements of achievement. We must judge our work by the standard that we, within ourselves, know to be best, and not with the work of the average teachers, he informed us. Set your ideal high, higher than it has ever been and then constantly strive to reach it. "Artistry" in shorthand consisted of "shorthand writing that is good in every respect." Not just "pretty outlines," but a practical artistic shorthand note that showed a well-balanced style with a dash of speed in them. Miss Austin of the East Orange High School, New Jersey, believed that artistic shorthand writing could be developed more particularly in the second lesson when the downward characters were introduced. In connection with the first lesson this gave a wide range of combinations through which artistry could be developed.

Benjamin Fromberg of the High School of Commerce, New York, and newly elected head of the shorthand and typewriting department of the new James Monroe High School, laid stress on the "transcription speed." One might write shorthand rapidly, typewrite from ordinary copy rapidly, but until taught to correlate the two they were practically valueless as far as the stenographer was concerned. Ways and means of developing that correlation were given very succinctly and fully. As soon as the keyboard had been learned students should be allowed to transcribe the shorthand given in the textbook from which they are studying shorthand. When the time came for reading from their own notes the process became a relatively simple one for them.

Miss Louise McKee, discussing this paper, agreed with the main theme and emphasized the fact that there must be complete correlation; not only correlating the shorthand and typewriting, but co-operation from the teacher and the principal. Miss McKee had used in her classes the forcing method in transcribing, the same as is used in straight typewriting copying with much success.

Mr. O'Shea agreed with the general scheme, and he placed his special emphasis upon the fact that a good background of education was the essential for the rapid advancement of the pupils in the matter of transcribing.

"Making the Teaching of Office Practice Effective," was the title of a paper by Harold Strumpf of the Morris High School, New York. Teachers of this subject should have experience in various departments of business organization so that they will have first hand information upon the subject and should not rely entirely upon the textbook for instruction. Such unmeasurable abilities as the abstract terms of tact, judgment, initiative and ability to meet a given situation intelligently, suggest, must be developed through the office practice course.

The discussion was led by A. J. St. John, principal of Drake Business College, Perth Amboy, New Jersey, who told of his experiences with the subject from the business college point of view. Miss Frances M. Clement, Bushwick High School, dealt with the subject from the High School point of view, outlining how the course had been developed from small beginnings with no plan or equipment, and how it now was a well-organized and satisfactory course giving the students the final preparation for their work in the modern office.

After a satisfactory luncheon, the afternoon session came to order. Frank J. Arnold, Haaren High School, New York, was in the chair. Dr. Edward B. Shallow, associate superintendent of schools, New York City, advocated a broader training. He was of the opinion that in some respects the training for commercial life now given is not adequate.

A thorough knowledge of the business in which a man is engaged is of course a necessity, he said, adding that he should be trained in his school days also to appreciate the finer things and should be taught to understand relative values. The student, he said, should be given training that really prepares him for commerce and not just for the job of clerk, typist or stenographer.

Paul S. Lomax, assistant professor of commercial education, New York City, gave an enlightening talk on the selecting of office appliances for commercial schools, dealing in some detail with what should be included, giving sufficient reasons therefor.

The afternoon program concluded with an informal dance prior to which Mr. Bowman, a member of the association and teacher in the New Rochelle High School, New York, contributed some interesting, elusive and mystifying magic. The program announced "punch will be served; but don't let your imagination run away with you"—and like good commercial teachers we just enjoyed ourselves and kept perfect control of our imaginations!

Personal and Professional

JENNIE B. ADAMS, now with the Teachers Casualty Underwriters of Lincoln, Nebraska, who has been secretary to two state superintendents of Nebraska—six years—is largely responsible for the campaign of Gates College, of Neligh, Nebraska, graduates to be recognized as graduates by Doane College, Crete, Nebraska. We are personally interested in this act of justice on the part of Crete, because we were on the Board of Trustees of Gates College, because Mr. Gates was a neighbor and friend. The work done there was thoroughly good, but in course of time alarming financial conditions in Nebraska and in the country as a whole made its continuance impossible.

Several of the Gates graduates are now prominent in business and professional life, and their recognition by Doane College is an advantage to Doane as well as justice to these graduates.

THOMAS A. MOTT, who retires from the superintendency of Seymour, Indiana, after twelve years of service there, has been one of Indiana's national leaders for a third of a century. He made Richmond, Indiana, famous by the best of professional administration and notable community leadership. In his day Richmond's schools and city co-operation made Richmond first in all America in the promotion of unusual appreciation of art, public and private. We have known Mr. Mott intimately for more than a third of a century, always as genuinely leader in his community and in state and national counsel. The citizens of Seymour gave him a testimonial unprecedented in that city. The editor of the Seymour Daily Tribune in a lengthy and highly appreciative editorial said:—

"Mr. Mott, as a school man, has come in contact with thousands of young lives during his career and he fully realized his wonderful opportunity for influence for good among boys and girls. He has constantly looked into the future and tries to instill into his students the highest ideals of living that would guide them and protect them in future years. He stands consistently for the best things in the community and always is willing to work for them. Education to him means more than classroom study. To him it is the embodiment of the highest precepts of religion, the teaching of honesty and truth and an appreciation of all the finer things that tend to bring inspiration, encourage ambition and create a desire to make the most of life by helpful service."

SIMON M. HAMLIN, superintendent of South Portland, Maine, for twelve years, sent some hot shot into the family circles of his district in his late school report:—

"Comparatively few citizens ever take the trouble to enter and make a real examination, at first hand, of our public schools. They do not hesitate to point out this or that condition which Mary or John has told them about which seems to them wrong; but when asked which grade Mary is in, who Mary's teacher is, what Mary's studies are, which she likes best, how much time she puts on her lessons, what she means to do after she gets out of school, if John is passing, etc., etc., 99 per cent. of them, if they are honest, will admit that they really don't know much about the schools.

"Well, how can they know about the schools and how can they help them? Go to the schools, talk with the teachers, talk with the school officials, go to the school board meetings, see to it in the caucuses that good school officials are nominated and elected; then back them up: not by passing resolutions, or eating cake and drinking tea, or signing petitions, when you don't know what you are signing.

"Too many parents have turned their children over to the public schools to be made into presidents and prima donnas. The schools won't make many of them; but the more good honest work the children do the more successful they will be when men and women.

"What the youth of America needs above everything else is real homes for boys and girls, where fathers and mothers are so well acquainted with their children that they don't need to be introduced to them on fathers' and mothers' days."

CORA MEL PATTEN, with national fame as a promoter of better speech and amateur theatricals through her dramatic school in Chicago, is now director of the Children's Theatre in Los Angeles.

D. W. PARRATT, executive secretary of the Utah State Education Association, succeeding Theodore Martin, who has been elected one of Secretary J. W. Crabtree's assistants of the National Education Association, was superintendent of Granite School District, one of the most important districts in the state, one of the largest, and the only one that was rural with a highly developed suburban section in which practically all the families are virtually Salt Lake City people. It was Mr. Parratt's notable success in every position he has had that made his election possible. The fact that Francis Kirkham would accept the superintendency of the Granite Consolidated District was adequate testimony to the success of Mr. Parratt's superintendency.

E. LAURENCE PALMER, professor of rural education, Cornell University, Ithaca, N.Y., is making some most important contributions to country life improvement that are being made anywhere, through a series of "Cornell Rural School Leaflets," authoritative as to information, clear and direct in all statements, illuminating through elaborate illustrations, and alluringly attractive in all ways. The March issue of 1925 on "Cultivate Plants" is of inestimable value for rural schools and country homes.

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Aids to the Study of Spanish

By HENRY GRATTAN DOYLE

Professor of Romance Languages, George Washington University, Washington, D. C.; Modern Language Editor, Journal of Education

(Address)

The subject assigned to me has two advantages: first, the title is broad enough to permit discussion of almost anything under the Hispanic sun; and second, the time at my disposal permits mention only of those things which seem of sufficient interest to justify their inclusion. My suggestions will therefore necessarily be limited in range and relatively few in number. Some of them, moreover, will represent personal opinions, which you may be unable to accept; and not all, I must confess, will be severely practical.

NEED OF PRELIMINARY TRAINING IN ENGLISH

It is absurd, I believe, to try to teach Spanish, or French, or German, or any other foreign language, to an American who does not possess a reasonably good command of English. The reasons for this ought to be obvious, but I am going to take the liberty of stating them. In the first place, English is the language of this country, and foreign language teachers, particularly if they are of foreign birth, will be wise never to forget this for a moment. I have always liked the ringing words of one of the grand old men of modern language teaching in the United States, Edward S. Joynes, for many years professor of modern languages in the University of South Carolina, who wrote:—

"We must insist that for this American people there is only one mother tongue, to which all other languages are alike foreign, and to be studied as such, by its norms, and largely, too, for its sake. It would be better that our students should never know other languages than use them to debauch their English."*

Another significant statement on the same general topic comes from one of the recognized leaders of the teachers of Spanish in the United States, Lawrence A. Wilkins, director of modern languages in the high schools of New York City:—

"All attempts to improve our teaching of modern languages should have, as their one supreme intent, not the making of Frenchmen, or Spaniards, or Spanish-Americans, but the making of sturdy, competent citizens of the United States."**

We can best follow the advice of these two men of unusual experience and unquestioned judgment by keeping constantly in mind the fact that we are teaching young Americans, and that we are not only teachers of a foreign language but also—and I think, inevitably—teachers of English as well.

Pedagogically considered, this point is well worth considering. Is it not illogical to expect a student who despite years of close and continuous contact with English is unable to compose, orally or in writing, a paragraph of decent English, to compose one in decent French, or Spanish, or German after a relatively short "exposure" to the language, even though the teaching is more intensive, and he is relieved of the ofttimes heavy strain of furnishing ideas as well as the language with which to clothe them? Should we not compel all students who are deficient in English grammar or composition, whose English vocabularies are weak or erratic, to take extra-curricular work in English before permitting them to begin a foreign language? Certainly the foreign language teacher's task would be lightened immeasurably by such a provision.

It is a condition, however, not a theory, that confronts us. Undoubtedly many of our pupils are deficient in English—in grammar and syntax, in vocabulary, in linguistic taste, in plain language-sense. It is our duty to face this condition, to try to correct these deficiencies. Practical means of meeting the need, at least in part, will readily occur to any experienced teacher. We can and should insist on correct and idiomatic English in all our work, even though our major emphasis is upon another language. We can devote a short time at the beginning of the course to a review of grammatical fundamentals and an explanation of grammatical terminology. We can and should in the course of our teaching constantly point out analogies and contrasts between the foreign language and our own. We can show how much of the modern vacabulary is common to all civilized tongues, by emphasizing cognate words, and by showing the common Latin source of many words in English and the Romance languages. Such discussions not only are pedagogically sound, but they also help to stimulate interest. I may mention at this point a most valuable handbook which supplements the standard works on English, namely, the "Report of the Committee on Grammatical Nomenclature" (obtainable from the National Education Association). Every modern language teacher should be familar with this useful pamphlet.

DIFFICULTY IN LEARNING PRONUNCIATION

Failure to grasp what it is all about, however, is not the only glaring fault of our pupils. Difficulty in learning to pronounce a foreign

* "Methods of Teaching Modern Languages," by various authors, New York, Heath, 1915.

** Address before New England Modern Language Association, May 8, 1920.

tongue is the rule rather than the exception with Americans. Here, however, we have many excellent aids. First come the recognized handbooks on Spanish pronunciation, the best of which is, of course, that of Tomás Navarro-Tomás.* A brief treatise on Spanish pronunciation that is extremely helpful is Professor J. Moreno-Lacalle's "Spanish Pronunciation" (Scribner's). Spanish teachers should know something of Spanish—as well as of general—phonetics, even though they do not use phonetics in any formal way in their teaching. As a matter of fact, most teachers do not use phonetics in elementary Spanish courses, and see no advantage in so doing; but all will find a knowledge of phonetics, however rudimentary, of great practical value in their work.

A powerful aid to the teaching of Spanish pronunciation is provided by the phonograph records prepared to accompany the Hills and Ford Spanish grammars (Heath). These records have the advantages of being tireless, patient, good-natured, and uniform, and when made—as in this instance—by a reliable and careful native-speaker, they are of unquestioned utility. Students have been known to club together to provide them for their schools.

VERB-DIFFICULTIES

"Verb" comes from Latin "verbum," which means "word." Verbs are *the* words of speech. It is hopeless to expect to master a language unless we can master its verb-system, which includes, of course, the use of pronouns and prepositions with verbs. In Spanish we have not only a generous stock of irregular verbs, but have to contend with orthographic changes and radical changes as well. Professor John D. Fitz-Gerald estimates, I believe, that there are practically twice as many verb-peculiarities of various sorts in Spanish as in French.

Fortunately, it is possible to reduce this material to its "least common denominator," and this has been done most successfully by Professor C. A. Graeser of the College of Charleston, whose "Spanish Verb Chart" (World Book Company) contains all there is to say about Spanish verb-forms, indicating very clearly accentuation and irregularities by means of differently-colored type; and all this is accomplished in a small chart which can be folded up to fit the pocket. This inexpensive and useful chart is one of our best aids.

ORTHOGRAPHIC AND RADICAL CHANGES

May I say here that orthographic and radical changes in Spanish verbs are not nearly so hard to learn—and teach—as some people imagine? All the changes of these two sorts have their parallels in other parts of speech, though they are not conspicuous of course, because the two sets of forms are not so frequently found in juxtaposition. It is easy to show the student, for example, that when we write:—

luz	luces
largo	larguísimo
frac	fraques

we are illustrating exactly the same principle that appears in

venzo	vencemos
pago	pagué
saco	saqué

These changes are obviously mere conventions of spelling, general throughout the language, but most noticeable in verbs.

Let me here register my belief that the inclusion by some grammarians of inceptive verbs (conocer type) among the orthographic-changing verbs, in which we have a definite principle of change in spelling but absolute regularity in sound, is a pedagogical error. Such verbs should have special treatment.

Analogies may likewise be utilized to show the pervasiveness of radical changes in the Spanish language. The student is—perhaps unconsciously—already familiar with this change in parts of speech other than verbs. Let him study this list:—

cierto	certísimo
nuevo	novísimo
siete	setecientos

*Manual de pronunciacion espanola, Madrid, 1918.

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nueve	novecientos
Puerto Rico	portorriqueño
espuela	espolón

and compare these changes with those of radical-changing verbs. If he knows Latin, he will readily recognize these:—

Latin semper	Spanish siempre
" ovum	" huevo*

It is not necessary to explain this matter by references to the different phonological treatment of tonic and atonic syllables, but even that much of scientific linguistics is possible in many classes. If the student has had French, it is possible, of course, to utilize the same general principle by showing the effects of stress in such French verbs as vouloir and mourir:—

veux	voulons	meurs	mourons
veux	voulez	meurs	mourez
veut	veulent	meurt	meurent

If the students can stand it, one may show the analogy more strikingly in the Old French forms:—

vueil	volons
vuels	volez
vuelt	vuelent

(Compare Spanish vuelvo, volvemos, etc.)

Less perfect analogies are to be found in Italian.

THE SPANISH SUBJUNCTIVE

Next to the mastery of verb-forms comes the mastery of verb uses. The uses of the subjunctive, especially, present great difficulties to American students, who rarely use the subjunctive in English and who if they have had French have learned that the subjunctive is almost literally "on its last legs" there. Despite its almost total disappearance in colloquial English, despite its restriction in colloquial French, the subjunctive in Spanish seems to go on forever! In fact, it is far more vital today than it was in the eighteenth century. I have found it helpful to point out that in general the subjunctive is the mode of the unreal, the uncertain, the potential, and that the only case in which the subjunctive is ordinarily used to state a fact, accepted as such, is after verbs of feeling or emotion. Any Spanish teacher can easily provide his pupils with a brief summary of subjunctive uses, illustrated by examples (rather examples without rules than rules without examples!)

Personally I like to make a grouping somewhat simpler than is usual, treating so-called "clauses with indefinite antecedent" and "clauses with negative antecedent," for example, as illustrations of the same principle—which they are in fact. One may use for this group the term "clause of characteristic quality" or merely the term "relative clause" recommended by the committee on grammatical nomenclature.

Similarly, I believe there is no real advantage in sub-dividing the group which I call "clauses with unreal condition" into the so-called "contrary to fact" and "less vivid future" types.

An excellent brief summary of the kind indicated is to be found in the appendix to Professor Turrell's "Spanish Reader" (American Book Company), and there is another in the appendix of Shapiro's "Beginner's Spanish Grammar" (University of North Carolina Press).

VOCABULARY-BUILDING

Of almost equal importance with learning the structure of the language is the acquisition of a vocabulary. Fortunately it is possible for the student to make his own at one fell swoop hundreds of Spanish words, by study of groups of cognates: (for example, compare the endings -dad and -tad with -ty; -ción with -tion, etc.). There is much valuable material of this sort in McHale's "Spanish Taught in Spanish," and Terry's "Short Cut to Spanish" (pp. 258-292).* This is undoubtedly a procedure so generally practised that I shall not stress it here.

AIDS TO INTEREST

Quite as important as the content of our course is our ability—in the language of our pupils—to "put our stuff across." The factor of interest cannot be overemphasized. Here we have many and diversified aids, which I shall merely summarize:—

(1) Realia. Especially helpful are the suggestions found from time to time in "Hispania" and "The Modern Language Journal." Professor Moreno-Lacalle published an interesting report on the subject of Realia in "Hispania" some years ago.

(2) Spanish Art and Architecture. I have used with good effect various standard books on Spanish art and architecture. One book in particular, "Picturesque Spain" (Brentano's) never fails to entrance pupils. A real "find" is the series of articles by Ralph Adams Cram appearing in the "American Architect" during the early months of 1924; Mr. Cram is most enthusiastic in his descriptions.

(3) Journals. We have two excellent journals in Spanish which many teachers use with great satisfaction: "El Eco," edited by Arturo Torres (Doubleday, Page & Company), and "La Prensa," of which that friend of Spanish teachers, José Camprubí, is the publisher. I cannot forbear to mention here the generous cash prizes offered by La Prensa for essays in Spanish.

(4) Prizes. Here we may mention the Cervantes medal, offered by the American Association of Teachers of Spanish and the Institute de las Españas, as well as the prizes donated by La Prensa, which it is understood will be offered annually.

*Useful also to illustrate the verb oler.

*Both published by Houghton Mifflin Company.

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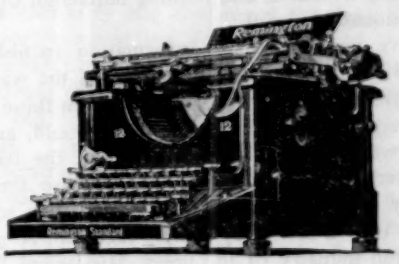

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(5) Clubs. Every school or college should have a Spanish Club (and a French Club and a German Club as well). Excellent suggestions for such clubs have appeared in "Hispania" and the "Modern Language Journal" and there are useful hints in various textbooks. Pupils will soon begin to develop ideas of their own to add to the interest of such clubs.

I cannot leave this part of my paper without mention of the many and valuable suggestions on all these subjects that will be found in the "Spanish teacher's Bible"—"Spanish in the High Schools," by Lawrence A. Wilkins (Benjamin H. Sanborn Company). This handbook has become an indispensable part of every Spanish teacher's equipment, and is a storehouse of practical suggestions. Its bibliography is especially useful.

WHY SPANISH IS WORTH WHILE

In conclusion, let me repeat what I have already said elsewhere—that part of our function as Spanish teachers is to spread a knowledge of the real Spain, the real Spanish-America.

Spaniards are not more cruel, not more bigoted, not more ignorant, not more immoral, not more bloodthirsty, than other races under the same conditions and at the same stage of development. They are and have been for centuries victims of what they call "The Black Legend" (La Leyenda Negra), about which Julián Juderías has written an important book. The Spanish race, moreover, possesses a culture that is as worthy of study as any other. In art it has produced a Velázquez, a Murillo, a Ribera, a Goya, a Sorolla, a Zuloaga. Mr. Cram pays high tribute (in the articles already mentioned) to Spanish architecture. In music Spain has given us Granados, whose operatic triumph with "Govescas" was followed so closely by his regrettable death in the sinking by a German submarine of the ship on which he was traveling, and a host of others.* In literature Spain has given us a myriad of great names—not just one book and one author as the uninformed would have it. Two Spaniards have won the Nobel prize, Echegaray in 1904, Benavente in 1922. Santiago Ramón y Cajal, famous physician and psychologist, has won the Nobel prize for medicine, and is the discoverer of the "neuron theory."

On November 29, 1924, the great French university, the Sorbonne, conferred honorary degrees upon Dr. Charles D. Walcott, director of the Smithsonian Institution, and upon two Spaniards, Professor Ramón Menéndez Pidal, dean of Spanish scholars, and Dr. Santiago Ramón y Cajal just mentioned. Can a backward race produce such men as these? No; and the Spanish race does not deserve the lies that for generations have been bandied about throughout the world in an attempt to hold it up to contempt.

*Van Vechten, The Music of Spain, New York, 1919.

Book Table

[No publisher or author dictates one line that goes on this page. Nothing is said here that the Editors of the Journal of Education do not believe to be true.]

INDUSTRIAL GEOGRAPHY: PRODUCTION, MANUFACTURE, COMMERCE. By Ray Hughes Whitbeck, University of Wisconsin. Cloth. 608 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

It is useless to try to describe a book like this. The information is both vast and carefully winnowed. The arrangement is the latest. The approach to every subject is attractive. The illustrations are simply wonderful. The diagrams which supplement figures are brilliantly effective. Nothing is left undone by way of gathering all desirable information, nothing omitted that can make the information skilfully available, and nothing unthought of that could be professionally helpful.

We have revelled in the information furnished, all of which has been quite thrilling because of the way the facts are presented. The things I have learned in these excursions into its pages I could not forget if I would, and needless to say I would not if I could. I select the ten pages on the "Fisheries of North America" because they are less frequently found so captivatingly stated in a school book. Naturally only a few stray sample facts can be given. The pearl button industry of the upper Mississippi Valley. The industry based on clam shells amounts to $5,000,000 a year. It is not surprising to find a pearl worth $500, and single pearls found in those river beds have sold for $10,000, or even $15,000. . . . One member of the herring family—Menhaden—used for oil and fertilizer. In a single year a billion of these fish have been caught on the Atlantic coast, yielding in a single year 6,500,000 gallons of oil and 90,000 tons of fertilizer. . . . More oysters are raised on the Atlantic and Gulf Coasts than from all the rest of the world. There are about 40,000,000 bushels of oysters marketed from twelve states annually. . . . The salmon canning industry in the Pacific Northwest reaches 400,000,000 pounds a year, often more. . . . The deep-sea fishing of Maine and Massachusetts exceeds 200,000,000 pounds a year.

Every nationally important industry of every country in the world is treated not only exhaustively, but is presented impressively. We only regret that we do not know how to tell our readers how greatly we have enjoyed this remarkable book, and how much richer we are in our knowledge of things we thought we knew something about before.

SCHOOL HISTORY OF THE AMERICAN PEOPLE. By Charles L. Robbins, State University of Iowa, in collaboration with Elmer Green. Cloth. 640 pages. Illustrated. Yonkers-on-Hudson, New York: World Book Company.

There is no greater strain upon the ingenuity of authors and mastery of publishers than to attempt to produce an American History that can hope to meet the challenge of those already published. We confess that we open a new book hesitantly because of our admiration of some recent production, and this was especially true as we opened Dr. Robbins' "School History of the American People," but as is our custom, we opened it first at random and found ourselves reading with fascinating interest "The Clash of Blue and Gray." We have never seen in any history by any of the literary masters of descriptive writing anything more captivating than the twenty-six pages which tell the whole story from the Firing on Fort Sumter April 12, 1861, to the Proclamation of Amnesty May 26, 1865.

"War is always a horrible business, and after a costly war has settled no important question; but the American Civil War, or the war between states, did settle the questions of sectionalism and slavery in this country. . . . Keep in mind the relative strength of the two sides in wealth and man power. As you proceed with the study of the war, remember that the problem of the Federal forces was to invade and completely to overpower the Confederacy, while the main problem of the Confederacy was to place its forces in the best position for defence." This is a sample of the way in which every situation is clearly, vividly, interestingly presented.

On the second page of "The Clash of the Blue and the Gray" we are in the terrific battle of Bull Run, in which the paragraph of 150 words ends thus: "But the arrival of a fresh body of Confederate troups turned the tables. The tired Federal soldiers began to fall back and break into disorder. The disorder became a panic, and men threw away their equipment in their mad flight for the protection of Washington."

We have read many volumes on the Civil War by the historical masters, but as soon as we read the first paragraph of this book we did not close it till we had read that "There was no theatrical scene of surrender, no triumphal entry into Richmond."

After that we read here and there for a whole evening of events from the "Old World Conditions That Led to the Age of Discovery and to the Work of Columbus" on to the final sentence, "In spite of occasional backslidings, there is constant change to the better."

The publishers have provided every conceivable aid by maps, charts, illustrations, reviews, notes and suggestions to make it impossible for the reader and student to fail to carry with him into his future thinking the impression he receives as he reads of these greatest events in history for native Americans and immigrant Americans as well.

THE NEW MERRILL SPELLER, ELEMENTARY BOOK. 105 Pages. THE NEW MERRILL SPELLER, INTERMEDIATE BOOK. 205 pages. Sterling Andrus Leonard and Edith A. Winship. New York: Charles E. Merrill Company.

The New Merrill Speller Series is the latest word in the application of modern research and timely psychology winnowed and clarified by pedagogical common sense. It means business for children from start to finish. There is no delusion as to the probability of learning to spell without attending strictly to business. It has a minimum list of words so presented and re-presented, so skilfully introduced and so artistically and intensely followed in one way and another that a pupil with the maximum indifference to the looks of a word has no disposition to detour on to forbidden combinations.

An especially interesting feature of these books is that the authors try to have every child feel that correct spelling is indispensable in any business or social functioning. It may be a trite saying, but it is literally true that the authors do try to inspire children to spell correctly.

THE PSYCHOLOGY OF SKILL: With Special Reference to Its Acquisition in Typewriting. By William Frederick Book, Ph. D., Department of Psychology, Indiana University. New York, Chicago, San Francisco and Boston: The Gregg Publishing Company.

Skill in learning how to learn is one of the highest achievements in the art of teaching, but it has received slight attention.

Intellectual skill is as high above mechanical skill as mental action is above physical action, but mental skill will be attained through physical skill as the blade must precede the ear, in the cornfield, as the maturity of the eye must precede seeing.

It is pedagogical tragedy to neglect training in intellectual skill in the school as it has been neglected, as it is still neglected. Psychology that does not master the art of attaining intellectual skill is not worthy the name. Typewriting is one of the best methods of developing intellectual as well as mechanical skill, and Dr. Book, of Indiana University, has made a most satisfactory mastery of skill in typewriting. His "Psychology of Skill" is the latest functioning of his extensive and intensive study of the science and art of skill which he has studied devotedly, scientifically and psychologically for more than twenty years.

Skill is largely perfection in habits of thought and action, which is attained by perfection in special habits which are continually modified and re-organized into new groupings of economical habits merged into higher complexes.

Dr. Book's study is indispensable as an aid to high skill in typewriting, and is invaluable as a work in pedagogy or applied psychology. Just as skill in typewriting is demonstrated by "ability to do," so skill in all learning is demonstrated by "ability to learn," through short-circuiting from small resistance to larger resistance, by merging special habits into higher complexes.

OUR DEBT TO GREECE AND ROME: LANGUAGE AND PHILOLOGY. By Roland G. Kent, Ph.D., professor of Comparative Philology, University of Pennsylvania. Cloth. vii+174 pages. Price, $1.50. Boston: Marshall Jones Company.

"Our Debt to Greece and Rome" is a series of authoritative but non-technical handbooks written for the general reader and intended to focus attention upon those phases of Greek and Roman culture which are of particular interest to us moderns. The general editors of the series are Professor G. D. Hadzsits of the University of Pennsylvania, and Professor D. M. Robinson of Johns Hopkins University. About twenty of the fifty or more volumes of which the series is to consist have already been published. Some of the titles available are: "Roman Politics," "Platonism," "Mythology," "Stoicism," "Greek Biology and Medicine," "Architecture," "Sappho," "Horace." The author in every case is a recognized authority.

In this volume Professor Kent, a widely-known philologist, active in the American Linguistic Society, has produced an interesting and informing treatise, showing the remarkable influence that Greek and Latin have had in the development of other languages, especially our own. How many people realize that three-fifths of our common words come from Greek or Latin, directly or indirectly? Mr. Kent not only shows our indebtedness in the matter of vocabulary; he shows in a later chapter, entitled "Latinless English," what our language would be without Latin roots. Other chapters discuss "Language Relationship and Behavior," "Prefixes," "Suffixes," "Grammatical Studies," "The Alphabet and Writing." Notes and a select bibliography add to the usefulness of the book. Professor Kent has succeeded in combining interest with information to an extraordinary degree. There is a delightful evening and much real education, even for the most blasé reader, in this unusual book.

HIGH SCHOOL CHEMISTRY. By Charles E. Dull, Newark, N. J. Cloth. Illustrated. 577 pages. New York: Henry Holt and Company.

No school subject has such possibilities of fascination as has chemistry, and it is infinitely more fascinating today than it was a quarter of a century ago. Yes, than it was a decade ago.

Aristotle, the greatest mind of antiquity, had no conception of chemistry. As far as he could conceive there were four simple bodies, fire, air, earth and water and four elemenary *qualities*, the moist, the dry, the hot and the cold.

Less than 120 years ago the famous Sir Humphry Davy ridiculed publicly the idea of the atomic theory.

Although chemistry has challenged the best thought of the world for centuries, yes, for thousands of years, there have been greater discoveries or revelations since the high school graduate of this year entered the primary grade than in all the past. This is literally true in the applications of it. The World War created a new science of applied chemistry. It is not easy to imagine the production from soft coal, *Saccharin*, 500 times as sweet as cane sugar, or *aspirin*, as anti-pain pills, or *acetanild*, so strong as to be dangerous, all these and hundreds of other products of soft coal.

The use of chemistry in the making of *artificial silk* from Canadian forest trees is almost more wonderful than the making of dyes, remedies and explosives from soft coal by chemistry.

Dull's "High School Chemistry" is distinctly a book for high school use with a dual purpose of having students prepare for college and for life at the same time. The special professional charm of Dull's book is that each chapter has a concise and readable summary, pertinent questions and suggestive problems. Thus the text is not only "brought down" or "brought up" to date as to information, but it is pedagogically skilful.

LONGMANS' ABBREVIATED FRENCH TEXTS. Edited by T. H. Bertenshaw, late assistant master in the City of London School.

ZADIG, PAR VOLTAIRE. Paper. 47 pages. Price 25 cents.

LA PETITE FADETTE, PAR GEORGE SAND. Paper. 43 pages. Price, 25 cents.

LE LAC DE GERS ET LE COL D'ANTERNE, PAR TOPFFER. Paper. 47 pages. Price, 25 cents.

L'HISTOIRE D'UN CASSE-NOISETTE, PAR DUMAS. Paper. 34 pages. Price, 15 cents.

New York: Longmans, Green and Company.

In this series of inexpensive French texts editor and publishers have developed a new idea. Each of the texts is desirable reading material from the standpoint of intrinsic interest, and each is brief enough to permit its being finished before interest begins to lag. In some cases the editor has found it necessary to abridge and adapt the original, as in "La Petite Fadette." Vocabularies are provided in every case. Not the least of the attractions of the series is the price of the various numbers.

In addition to the works mentioned above, the series contains abbreviated editions of Balzac's "Ursule Mirouët," Cherbuliez's "Conte Kostia," and a number of other texts for elementary, intermediate and advanced classes in French.

Education in Action

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

Dr. Clarence S. Fisher, former curator of the Egyptian department of the University of Pennsylvania museum, has been added to the staff of the American Schools of Oriental Research. The organization is an association of more than thirty colleges, universities and theological seminaries throughout the country, banded together for co-operative archaeological work in the Orient. Under a new plan each institution may engage in research work and for a season have the services of a trained staff of archaeologists. Its purpose is to allow smaller institutions of learning to engage in projects which formerly only the larger schools had been able to finance.

The "Pop Symphony Concert," Boston, May 21, called the "Little Three Night," was a notable example of social co-operation by the alumni of three of the oldest New England colleges, Wesleyan, Amherst, and Williams. The popular program featured college music. At the intermission the different college groups attempted to "outsing" each other.

The legislature of Oregon has recently passed bills for the following purposes: The adoption of a state flag, to make liberal appropriations for the current expenses of the Normal Schools at Ashland and at Monmouth, to create a Department of Americanization, to provide for excusing children from school 120 minutes a week to receive instruction in religion.

The success of groups of children under school age, provisionally admitted to the schools of four Massachusetts towns, Plymouth, Winchester, Pepperell, and Rockland, shows that it is possible to determine with considerable accuracy by psychological tests the fitness for school work of children at ages from four to five and one-half years. It seems probable that fixed age limits for admission to public schools will be replaced or greatly modified by tests to determine general intelligence.

At the fourth annual meeting of the United Parents Association of Greater New York Schools, Inc. held recently at the Town Hall Club the following officers were elected for next year: President, Robert E. Simon; first vice-president, Mrs. Arthur W. Courtney, Manhattan; second vice-president, Mrs. Andrew V. Markey, Brooklyn; third vice-president, Frederick C. Schmid, Bronx; fourth vice-president, Mrs. J. Elmer Kline, Queens; fifth vice-president, Miss Gertrude I. Ferre, Richmond; secretary, Mrs. Joseph A. Shanley; treasurer, William J. Murphy. Frederick C. Schmid, retiring president, presided.

Three homing pigeons flew 170 miles at the rate of 43 miles an hour on May 9, flying from Paris to Brussels. They were let out at 8 a. m. in Paris and were in Brussels at 12.20 noon.

"The Downward Extension of the Kindergarten," an address by Dr. Arnold Gesell, of Yale University, was one of the high spots at the Los Angeles meeting of the "I. K. U."

The Missouri Legislature this year appropriated $350,000 for Lincoln University, a negro institution, $55,000 for an Industrial Home for negro girls, $25,000 for care of negroes suffering from tuberculosis.

Miami, Florida, has received from George E. Merrick, 160 acres of land as the site of a non-sectarian, co-educational college to be opened in 1926-27. Mr. Merrick also gave $5,000,000 for the support of the institution. Since his recent gift there have been two others of $200,000 each; one for a conservatory of music, and one for an arts department. This is a great time to be interested in education.

North Carolina Legislature has appropriated $2,200,000 in the last four years for higher educational institutions for negroes. In all North Carolina has spent $15,000,000 of public funds for negro schools in four years. Of course this breaks all records.

The Junior High School is a secondary and not an elementary school.

The funniest yet is a Governor who insists that the State University diplomas shall be on paper instead of parchment because he can sign his name on paper much easier than on parchment.

Phillips Academy, Andover, Mass., won first place in the entrance examinations at Yale, out of twenty-five schools competing for first place.

An award of $1,000 for a travelling fellowship to attend the meeting of the World Federation of Education Associations at Edinburgh, Scotland, in July, was made to Miss Anita S. Dowell, instructor in biology and hygiene at the Maryland State Normal School at Towson, Md., near Baltimore, according to an announcement by the American Child Health Association.

A large group of teacher training institutions, members of the American Association of Teachers' Colleges, entered the contest by nominating one member from their respective faculties who they considered had achieved outstanding results in the field of health education.

Miss Dowell was the official representative of America before the health education division of this remarkable world conference.

The National City Bank, New York, reports its resources as $1,154,720,350, an increase of more than $50,000,000 in May and June.

Miss Johanna A. Greag, of the Chicago Board of Education, is announced as a probable candidate for Mayor of Chicago. That will surely be a new deal.

The Las Vegas, New Mexico, Normal University has a phenomenal growth in the number of students taking strictly college courses, and the elimination of students of short courses. In 1923 there were 369 college students, in 1924 there were 450, and this year there are 500.

The International Christian Endeavor Convention put amusements, modern dress and kindred problems in the "Twilight Zone," dependent upon circumstances and personalities.

Bernard W. Baruch, chairman of the World War Industries Board, has given a quarter of a million dollars for a three-year study of war profiteering as a cause of war and the possibility of preventing war by taking the profit out of war.

War is being condemmed by all sorts of conventions.

Harry Gay, teacher of manual arts in the Waterbury, Connecticut, school system for the past ten years, has been appointed specialist in woodwork on the staff of the Junior Achievement Bureau, Springfield, Mass., effective July 1. This Bureau conducts club work in industrial and home-making enterprises for city boys and girls, co-operating with schools, churches, Scouts, Christian associations, settlement houses, etc. Mr. Gay was the first man to enter the field from the Fitchburg (Mass.) State Normal School's new practical arts course. He has taught at Beverly, Mass., and Waterbury since graduation. He was president of the Waterbury Teachers' Association in 1921-22.

Hannibal, Missouri, thanks to George A. Mohan is to have a Memorial Monument with Tom Sawyer and Huckleberry Finn, crystallizing the immortality of the literary genius of "Mark Twain." From the top of Cardiff Hill, where Mark Twain used to while away his boyhood hours, these two characters, cut in stone, will gaze down upon Hannibal's busiest streets.

Dressed just as they were pictured by Mark Twain, these two adventurers are shown in the attitude of walking along. Their trousers are torn and held by a single gallus. Their rough shirts are open at the neck, Tom wears a cap and Huck a disreputable hat. Tom has a stick over his shoulder, on which is suspended a bundle containing his few belongings. He is preparing to leave for the larger things of life and Huck is trying to dissuade him.

The statue will be placed within a block of the simple frame dwelling where Mark Twain lived.

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Vacation public school sessions of six weeks have been held in many cities in all sections of the country.

Is forty years the dead line for a candidate for a university presidency? It would seem so, judging by the State Universities of Wisconsin and Michigan.

In Minnesota, in forty-three counties, half the counties of the State, the county superintendents are women.

John G. Sargent of Vermont, President Coolidge's Attorney General of the United States, has received the degree of Doctor of Laws from four colleges this year.

John Kennedy, who made the Batavia, New York, idea of Individual Instruction successful and world famous, is writing some intensely interesting "Reminiscenses" for "The Home Press," Greeley, Iowa.

Howard R. Driggs, of New York University, is squarely against too much silent reading of literature. It is all right to read street car advertisements silently, but literature should be read aloud.

The school janitor is an important institution.

It is professional suicide for groups of teachers to be at war among themselves locally or nationally. It is not a question as to who are to blame. There must be unity of purpose and unity of action.

Harold Grange, star halfback of the Illinois State University, is said to have been offered $300,000 from a moving picture film company and he replied that he would accept no business proposition until he has finished his University course.

Educational standardizers should not be petty.

The failure of Governor Smith of New York to sign the salary bill passed by the Legislature is not easily explained. It is inconceivable that New York salaries of teachers should remain as low as they are.

The comparatively brief history of the Sacramento Junior College is gratifying to its friends and patrons, for its record has been one of continuous and noteworthy growth. The first class was graduated from it in 1918, and consisted of six members. Then came the great war, calling our young men to their country's aid, and work in the college was suspended, the next class graduating its five students in 1922. Since then, with J. B. Lillard as president and Miss B. Cooledge as dean, the growth has been constant; 22 pupils graduating in 1923, 40 in 1924, and 55 on June 5 of this year. During the year just closed regular students of the college numbered 394, and special students 398, a total of 792, a somewhat remarkable record for an educational institution that practically was born scarcely five years ago. Next year the college will be located in the new and handsome home now being constructed for it at a first cost of nearly $600,000, and it is anticipated that its growth will be no less rapid in the future than in the past.

Five hundred students of the Harvard Law School recently gathered in Langdell Hall to pay a fitting tribute of respect to Professor Eugene M. Wampaugh, who will retire in June after thirty-three years of service. He was presented with an inscribed silver dish by the second year class and a rare first edition of Marshall's "Life of Washington" by the third year class. Arthur Southerland made the presentation.

The Jacob Wertheim Research Fellowship for the Betterment of Industrial Relationships has been awarded by the Corporation of Harvard for the academic year 1925-26 to William Haber of Madison, Wis. This fellowship was established in 1923 by a gift of the family of the late Jacob Wertheim of New York. An annual grant of $3,600 is made to support research within the field of industrial co-operation. Provision is also made for traveling expenses and publication.

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The cost of the transportation, including icing and bracing crates in cars, of the strawberries shipped from the Mississippi Division in 1924, was almost $1,300,000.

The Public School Teachers Association of Milton, Mass., recently gave a reception and banquet to Miss Julia M. Gordon, principal of the Glover School, who has completed forty-two and one-half years of teaching.

The university extension division of the Massachusetts Department of Education will provide professional improvement courses for teachers, next summer, in many of the larger cities of the state. Boston, Springfield, Fall River, Worcester, New Bedford, Salem, Brockton, Fitchburg, Lowell, Lawrence, Haverhill, and Taunton are some of the prospective centres for these classes. The subjects include applied educational psychology, educational tests and measurements, methods of teaching English composition, and methods of teaching English in junior and senior high schools.

The annual gold medal awards of the American Institute of Architecture, the most coveted awards in architecture available in this country, are:—

Architectural Medal — Arthur Loomis Harmon of New York.

Monumental Medal—E. L. Tilton and A. M. Githen of New York.

Ecclesiastical Medal—McGinnis & Walsh of Boston.

Domestic Medal for Residence Design—A. S. Walker and L. N. Gillette of New York.

Educational Medal for the Design of Educational Institution Buildings—Sprout & Rolfe of Toronto, Canada.

The State Grange of Massachusetts was the pioneer in the work of helping the boys and girls of the farms to obtain an education. The number of loans made in Massachusetts under a revolving scholarship fund has reached 130 and the amount thus loaned has been more than $26,000.

Miss Vera Micheles, Radcliffe '25, of London, Eng., has been awarded a fellowship in international law by the Carnegie Endowment for International Peace. She will study at the Sorbonne in Paris next year.

Hon. E. W. Hoch, who died suddenly at Marion, Kansas, June 1, was one time governor of Kansas, and for several years was chairman of the State Board of Education, and a highly acceptable lecturer on the public platform. He always championed public activities in a wholesome way.

The Metropolitan Life Insurance Company of New York recently gave a brilliant luncheon party in honor of Mrs. Cora Wilson Stewart of Frankfort, Kentucky, in recognition of her noble achievement in the reduction of illiteracy in all sections of the United States.

MEETINGS TO BE HELD

SEPTEMBER

3: Massachusetts State Normal School Teachers, Bridgewater. William D. Parkinson, State Normal School, Fitchburg, Mass.

OCTOBER

10: Wyoming State Teachers Association, Casper. J. C. Knode, Laramie, Wyo.

14-17: National League of Compulsory Education Officials, Duluth, Minnesota. James R. Cannon, Providence, R. I.

19: California Teachers Association, Northern Section, Sacramento. Charles C. Hughes, Sacramento, California.

22-24: West Tennessee Education Association, Memphis, S. L. Ragsdale, Humes High School, Memphis, Tennessee, president.

22-24: Indiana State Teachers Association, Indianapolis. Benjamin J. Burris, Muncie, Ind.

22-24: Utah Educational Association, Salt Lake City. J. T. Worlton, City and County Building, Salt Lake City.

28-31: Washington Education Association, Seattle, Tacoma and Yakima. W. H. Grayam, Puyallup, Wash.

29-30: All State Vocational Conference. Chicago. Adah Hess, Secretary. Board for Vocational Education, Springfield, Illinois.

29-30: Illinois State School Board Association, Decatur. W. B. Read, Peoria, Ill.

29-30-31: Montana Education Association; Dillon, Great Falls, Miles City. R. J. Cunningham, Executive Secretary, Helena; S. R. Logan, President, Hardin.

30-31: Illinois State Home Economics Meeting. University of Chicago, Illinois.

30: At Greenfield, Mass., Franklin County Teachers' Association.

29-31: Rhode Island Institute of Instruction, Providence. Clara E. Craig, Coll. of Ed., Providence, R.I.

NOVEMBER

5-6-7: Colorado Educational Association: Western Division, Grand Junction; Southern Division, Pueblo; Eastern Division, Denver. H. B. Smith, secretary, 520 Commonwealth Building, Denver, Colorado. Charles A. Lory, Fort Collins, Colo.

5: Wisconsin Association of Mathematics Teachers, Milwaukee. Wisconsin Association of Modern Foreign Language Teachers, Milwaukee. Mrs. Rove Buim, High School, Racine, Wis. Wisconsin Association of Vocational Schools, Milwaukee. A. G. McCreary, Beloit High School Building, Beloit.

5-6: Iowa Home Economics Association, Des Moines. Lillian G. Orr, 2019 Douglas street, Sioux City.

5-6: Kansas Association of Teachers of English, Kansas City. James R. Start, Kansas State Teachers College, Hays, Kans.

5-7: Colorado Education Association, Denver. H. B. Smith, 520 Commonwealth Building, Denver, Colo.

5-7: Iowa Association of Teachers of English, Des Moines. A. Starbuck, Iowa State College, Ames, Iowa.

5-7: Iowa State Teachers Association, Des Moines. E. C. Lynn, Donnellson, Iowa.

5-7: Kansas State Teachers Association, Kansas City, Coffeyville, Emporia, Wichita, Dodge City, Salina. A. J. Stout, Topeka, Kans.

5-7: Minnesota Education Association, St. Paul. R. B. McLean, Teachers College, Moorhead, Minn.

5-7: Wisconsin Teachers Association, Milwaukee. A. G. McCreary, director of vocational education, Beloit, Wis.

6-7: Pennsylvania Association of Deans and Advisers of Women, Harrisburg. Laura H. Carnell, Temple University, Philadelphia, Pa.

6-7: Wisconsin Physical Education Association, Milwaukee. W. O. Clark, Racine, Wis.

7: College Entrance Examination Board, New York City. Mary E. Woolley, Mt. Holyoke College, S. Hadley, Mass.

9-10: National Association of State Universities in the United States of America, Chicago, Illinois. E. H. Lindley, University of Kansas, Lawrence, Kans.

10: Women's Educational and Industrial Union, Boston, Mass. Margaret McGill, 264 Boylston street, Boston, Mass.

11-14: Missouri Society of Teachers of Mathematics and Science, St. Louis. W. H. Templen, Central High School, Kansas City, Missouri.

11-14: Missouri State Teachers Association, St. Louis. Ella V. Dobbs, Columbus, Mo.

12-14: Arkansas State Teachers Association, Little Rock, Ury McKenzie, Superintendent of Schools, Hot Springs, Ark.

12-14: Association of Urban Universities, Washington, D. C. W. M. Lewis, George Washington University, Washington, D. C.

20-23: Missouri Society of Teachers of History and Government, St. Louis. T. M. Marshall, Washington University, St. Louis, Mo.

23-24: New York State Teachers Association, Syracuse. Theodore Zornow, Madison Junior High School, Rochester, N. Y.

23-25: South Dakota Education Association, Mitchell. C. S. Hall, Bellefourche, S. D.

24: Southern Industrial Education Association, Washington, D. C. Laurence R. Lee, 1228 Connecticut avenue, Washington, D. C.

24-25: Public School Trustees' Association of Virginia, Richmond. E. G. McGehee, Charlotte, Va.

25-29: Virginia English Teachers' Association, Norfolk. H. A. Miller, Junior Night School, Petersburg, Va.

26-28: National Council of Teachers of English, Chicago, Illinois. F. W. Gosling, Superintendent of Schools, Madison, Wis.

26-28: Texas State Teachers Association (colored), Dallas. H. B. Pemberton, Marshall, Texas.

27-28: Maryland State Teachers Association, Baltimore. M. S. H. Unger, Westminster, Md.

27-28: Association of Colleges and Preparatory Schools of the Middle States and Maryland, Columbia University, New York City. F. C. Ferry, Hamilton College, Clinton, N. Y.

27-28: Central Association of Science and Mathematics Teachers, Chicago, Ill. Elliot R. Downing, University of Chicago, Chicago, Ill.

28: Association of Modern Language Teachers of the Middle States and Maryland, Columbia University, New York City. Elsie I. Jamieson, Kensington High School, Philadelphia, Pa.

DECEMBER

1-4: Association of Colleges and Secondary Schools of the Southern States, Charleston, South Carolina. W. D. Hooper, University of Georgia, Athens, Ga.

14-18: California Teachers Association, Southern Section, Los Angeles. Claude W. Sandifur, Box 108, E. Third street, Lankershim, Calif.

27: American Historical Association, Ann Arbor, Michigan.

28-29: American Nature-Study Association, Kansas City, Missouri. M. R. VanCleve, Board of Education, Toledo, Ohio.

28-30: Illinois State Teachers Association, Springfield. E. C. Fisher, Superintendent of Schools, Peoria, Ill.

28-30: American Psychological Association, Ithaca, N. Y.

29-31: Florida Education Association, Jacksonville. Joseph Roenur, Gainesville, Fla.

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